

DOCUMENT RESUME

ED 339 087

EA 023 456

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TITLE The Usefulness of a Micropolitical Framework for
Evaluating Clinical Experiences.
PUB DATE Mar 91
NOTE 44p.; Paper presented at the Annual Meeting of the
American Educational Research Association (Chicago,
IL, April 3-7, 1991). For a related document, see EA
023 455.
PUB TYPE Speeches/Conference Papers (150) -- Reports -
Research/Technical (143)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Education; Adult Learning; *Clinical
Experience; Educational Environment; Elementary
Secondary Education; Evaluation Criteria;
*Experiential Learning; Models; *Politics of
Education; *Program Evaluation
IDENTIFIERS Functionalism; *Micropolitics

ABSTRACT

A conceptual model based on three frameworks--traditional functionalist, micropolitical, and adult learning--for evaluating clinical experiences in administrator education is developed in this paper. Surveys mailed to 74 students in a university educational administration program elicited 40 responses, a 54 percent return rate. Statistical and content analyses confirmed the presence of the three proposed concepts in students' evaluations of their clinical experiences. The analyses also indicated that the micropolitical concept was linked to the functional aspects of clinical experience, rather than to adult learning principles. Adult learning principles were validated in students' descriptions of learning opportunities. A conclusion is that micropolitics has an integral place in a conceptual framework for the evaluation of clinical experiences. Five figures, two tables, and appendices containing the alignment of questions and questionnaire are included. (45 references) (LMI)

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ED339087

THE USEFULNESS OF A MICROPOLITICAL FRAMEWORK
FOR EVALUATING CLINICAL EXPERIENCES

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draft 3
25 March 1991

A paper presented at the Annual Meeting of the American Educational
Research Association (AERA) in Chicago, IL, April, 1991.

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OBJECTIVES

Recently, school administrators, professors of educational administration, and many others have expressed considerable concern over the education and development of school leaders (National Commission on Excellence in Educational Administration, 1987; National Policy Board for Educational Administration, 1989). Much of that concern has focused on the authenticity of preparation programs for educational administration (Murphy & Hallinger, 1987; Griffiths, Stout & Forsyth, 1987; Thomson, 1989). Authenticity is frequently defined as the relation of coursework to the "real world" of schools (Bolman, 1976; Thomson, 1989). Clinical experiences, internships, and practicums have long been designed as the bridge between coursework and practice (Daresh, Gallagher, & Balmores, 1987; Grady, Layton, & Bohling-Philippi, 1988; Murphy, 1989). Yet, comprehensive, theoretically grounded models of clinical experiences are only now emerging from the renewed interest in educational administration preparation programs (Milstein, 1990; Peper, 1988; Pitner, 1988; Schon, 1987). Issues related to the value of clinical experiences have depended on testimony of students and professors. This paper reports a conceptual model for evaluating clinical experiences which was tested and refined through survey research.

Often the criteria for constructing and evaluating clinical experiences have been established by institutional history. Daresh (1988) reported a variety of perspectives resulting in an accumulation of reports with little commonality. Most of the literature on clinical experiences has been program specific and functional, that is, activity based (Daresh, 1987; Pitner, 1988). Although much of the recent literature bemoans this particularistic and functional approach, the results of the conceptual analysis and exploration reported here provide some justification for these past practices.

The criteria for this evaluation preserved and expanded the functional approach to clinical experiences through attention to the processes surrounding clinical activities. These processes included micropolitical aspects of context and adult learning principles. Functions and processes were incorporated into a survey of students' perceptions evaluating their clinical experiences. The combination of functions and processes represent three conceptual frameworks; [1] the traditional functional approach, [2] the emerging framework of micropolitics, and [3] adult learning principles. The survey of student perceptions was a test of the use of these three conceptual approaches in the evaluation of clinical experiences. To develop the survey, these three frameworks were summarized and synthesized from the literature.

The Tradition of Functional Activities

A considerable list of activities which might comprise a

clinical experience was gleaned from the literature on clinical experiences. Most of the suggestions for experiences varied little in description throughout the thirty year span of the articles. Although over a hundred separate descriptions of activities were collated from articles describing clinical experiences and evaluations of those experiences, there were several common themes. See Figure 1.

Figure 1 is a summary of the themes spanning the functional literature from the 1950's to the present. The themes involved specific functions of administration. A content analysis of the list of activities reduced these themes to seven general functions deemed appropriate for internships and practicums through the years. These seven functions included the following;

[1] finance and budgeting (Newell, 1956; Unruh, 1957; Gauerke, 1959; Zuelke, 1983; Pellicer, Stevenson & Surratt, 1984; Hubert & Dueck, 1985),

[2] programming and policy development and implementation (Newell, 1956; Unruh, 1957; Zuelke, 1983; Pellicer et al, 1984; Hubert & Dueck, 1985),

[3] staff personnel and support services (Newell, 1956; Unruh, 1957; Zuelke, 1983; Pellicer et al, 1984; Hubert & Dueck, 1985),

[4] public and community relations (Newell, 1956; Unruh, 1957; Gauerke, 1959; Zuelke, 1983; Pellicer et al, 1984; Hubert & Dueck, 1985),

[5] planning and evaluation (Unruh, 1957; Gauerke, 1959),

[6] curriculum and instruction (Unruh, 1957; Gauerke, 1959; Zuelke, 1983; Pellicer et al, 1984; Hubert & Dueck, 1985), and

[7] pupil personnel services (Zuelke, 1983; Pellicer et al, 1984; Hubert & Dueck, 1985).

For this research, these seven themes provided categories for

Functional Approach to Clinical Experiences

Summary of the Literature

Newell 1956	Unruh 1957	Gauerke 1959	Zuelke 1983	Pellicer+ 1984	Hubert+ 1985
Finance	Business	Budget	Clerical	Management	Resource
Schedule	Coordinate		Policy Programs	Structure	Operation
Hire Teachers	Personnel		Personnel & Instruction	Staff	Staff
School/ Community	Information Advice	Public Relations	Community Relations	School/ Comm.	School/ Comm.
	Planning Evaluation	Plans & Specifications			
	Auxiliary Services			Auxiliary Services	
	Instruc- tion	Curricu- lum Con- struction	Instruction & Personnel	Instruct. & Curr. Develop.	Curr. & Instr.
			Pupil Services	Pupil Personnel	Pupil Serv.

• et al

questions on the functional aspects of students' clinical experiences. Based on the literature, these activities seemed to be customary to educational administrative practice at the Kindergarten through twelfth (K-12) grade levels of schooling. These activities also seemed similar to functions of administrators in higher education. Given the generic quality of these seven themes, the researcher surmised that the lack of commonality reported by Daresh (1988) and others concerning clinical experiences perhaps may be due to the context of the experiences rather than the activities. To address the context of students' clinical experiences, the emerging framework of micropolitics was reviewed.

A Conceptual Introduction to Micropolitics

Sociologists and organizational theorists have begun to address the contextual variables of schools as micropolitical. Micropolitics is a term coined in the early 1960's (Burns, 1961). Bacharach and Lawler (1980) described the primitive use of the term "politics" in organizations as a cultural phenomenon of organizations. The focus on the rich environment of internal organizational politics has expanded to schools. Studies of the micropolitical world of schools in the U.S. and Great Britain have tended to focus on the exchanges of power and influence among teachers and principals or headmasters (Ball, 1987; Blase, 1986, 1988, 1989, 1990; Hoyle, 1986).

Unfortunately, traditional political scientists and specialists in the politics of education have been more interested

in the macro-political influences on schooling, such as legislative actions and/or economic influences (Townsend, 1990). This interest in more elevated affairs has led to a related shortage of attention to the micropolitical context of practice in administrative coursework (Englert, 1989). Either this lack of attention accounts for the reported distance between coursework and practice (Englert, 1989; Thomson, 1989), or micropolitics has been ignored in the literature on clinical experiences because context and processes are not well verbalized in the clinical experience literature.

For the purposes of this research, the emerging literature of micropolitics was synthesized. (See Figure 2). Figure 2 depicts organizational components described by both Ball (1987) and Hoyle (1986), researchers in Great Britain who focused on relations between teachers and headmasters.

The layout of Figure 2 is designed to represent shifting contingencies and conditions within the organizational components. Conflict and power are important concepts for political models (Bacharach & Lawler, 1980; Townsend, 1990). Power and conflict are related to each other, and each can sway the structure and activities of an organization (Ball, 1987; Hoyle, 1986).

Researchers of micropolitics are especially concerned with organizational structure. Ball (1987) is concerned with the negative aspects of Weberian bureaucracies. Blase (1990) indicts any hierarchical patterns as having negative effects. Hoyle (1986) takes pains to distance his micropolitical model from the popular Getzels and Guba social systems theory (1957, 1958, 1963). Figure

ORGANIZATIONAL COMPONENTS

Micropolitical Continua

COMPONENTS

COVERT CONFLICT

OVERT CONFLICT

ORGANIZATIONAL
STRUCTURE

Tightly Coupled ↔

Loosely coupled

POWER SOURCE

Authority ↔

Influence

ACCOMODATION TO
GROUP MORES

Group Legitimacy ↔

Self-Orientation

STRATEGIC CONCEPTS

Goals ↔

Interests

INTEREST SETS

Departments ↔

Coalitions

ORGANIZATIONAL
ACTIVITIES

Procedures ↔

Strategies

2 shows a continuum rather than a contrast between traditional organizational structures and more open or loosely coupled structures.

Levels of conflict and organizational structure affect the source of power in organizations. Authority is positional power derived from rank or expertise in an organization (Bacharach & Lawler, 1980). In contrast, influence, which is highly potent in schools, is derived from more personal attributes and relationships (Ball, 1987; Hoyle, 1986). The use of power, either as authority or as influence, depends on the contingencies associated with the other organizational components and the state or level of conflict. Ball depicts bureaucracies as insensitive to organizational rhetoric and political activities (Benveniste, 1989). Hoyle explains that bureaucratic behavior is also political behavior.

The normative dimension of group more's represents a concept of Ball's (1987) which he terms ideological neutrality or ideological disputation (p.8). Ball loosely defines ideology as the values and goals of individuals. This continuum depicts the values driving the use of power in schools. In a bureaucratic organization, values are defined in the group/organization. Legitimacy for political actions is accepted when the actions comply with the majority's valued needs. In situations where conflict is more overt, legitimacy may be harder to validate because individuals focus on self-interests.

The remaining three continua show the political focus on goals, actors, and activities in an organization. Depending on the

source of power, validity of the activity, the structure of the organization, and the level of conflict, strategic actions are taken by groups or individuals.

The model in Figure 2 was used in conjunction with the functional literature to develop an evaluation instrument to administer to students. In addition, adult learning principles were reviewed for their application to clinical experience evaluation.

Adult Learning Principles

Some of the literature addressing reform in administrator preparation recommends the application of the principles of adult growth and learning to both coursework and clinical experiences (Bredeson, 1988; LaCost & Pounder, 1987; Levine, Barth & Haskins, 1987; Prestine & LeGrand, 1990). These recommendations shift the focus on the structure of learning activities from professor-determined instruction to more student-oriented criteria.

For the purposes of this study, adult learning principles were derived from the work of Malcolm Knowles (1980). Knowles proposed four principles of learning which recognize the characteristics of adults. These four principles depict adults as possessing;

- [1] an exhibition of a more mature self-concept which is independent rather than dependent,
- [2] a reservoir of experiences which can be drawn upon in learning situations,
- [3] an orientation in their learning to tasks which fit their social roles, and
- [4] a requirement that learning produce immediate benefits and applications (Knowles, 1980, pp. 44-45).

Clinical experiences can be designed to meet these principles. The nature of clinical experiences are well suited to the experiential needs of adults (Daresh, 1987). At the same time, many clinical programs do not take into account the "reservoir of experiences" prospective school administrators bring to their studies. The adult learning perspective provided a third framework tested by a survey of students' evaluations of their clinical experiences.

METHODS

This study was a conceptual analysis of a framework designed for clinical experience evaluation. The framework was developed and tested using a survey of students' perceptions regarding their clinical experiences. The survey results were used to modify the conceptual model.

Survey research was an appropriate exploratory tool for the development of this approach for several reasons. One aspect of survey research is to describe people's perceptions of conditions of their environment (Babbie, 1990). This study was designed to test the conceptual elements used to evaluate the conditions of clinical experiences for students. On another level, the survey was a case study of the power of an analytic tool (Yin, 1984). By using the data provided in a holistic context of student perceptions, the power of the conceptual elements of the evaluation was assessed in this study.

Figure 3 shows the three separate concepts tested by the survey of students' perceptions of their clinical experiences.

Concepts for Evaluating Clinical Experiences

Survey Framework

Functional Aspects •

- Curriculum & Instruction
- Finance
- Planning
- Policy
- Public Relations
- Pupil Personnel
- Staff/Support

Micropolitical ■

- Organizational Structure
- Power Source
- Group Norms
- Strategic Concepts
- Interest Sets
- Organizational Activities

Adult Learning ✓

- ✓ Mature, Independent Self-Concept
- ✓ Reservoir of Experiences
- ✓ Learning Tasks to Fit Social Roles
- ✓ Immediate Benefits and Applications for Learning

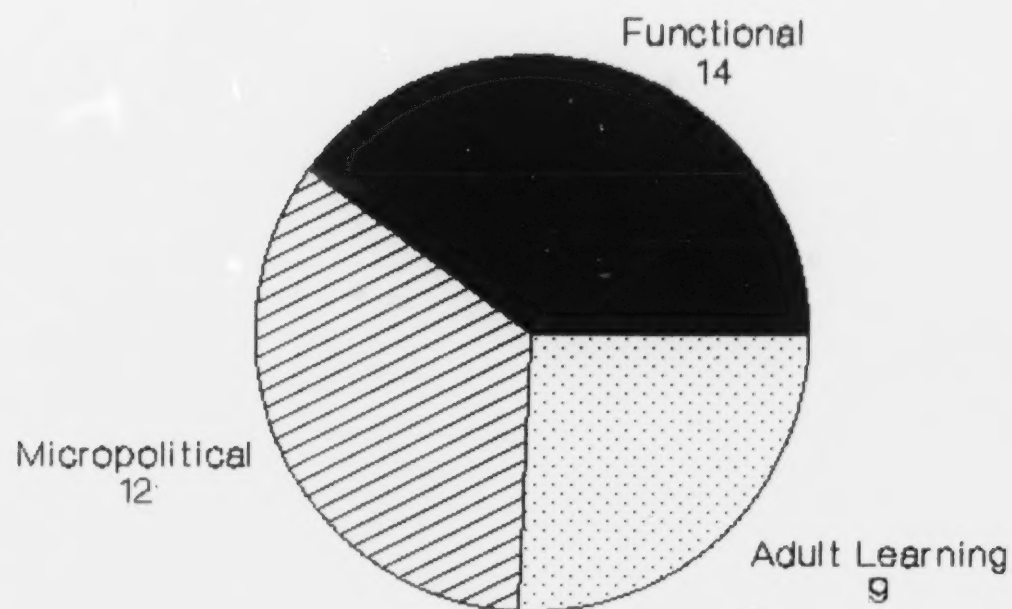
Seven functional aspects of clinical experiences were used to design questions for the survey. There were six micropolitical components used in the survey's construction. Finally, four principles of adult learning were incorporated in the survey questions.

Two questions were developed for each of the components of the three concepts built into the survey. A Delphi technique was used to write and edit the questions. Educational administration professors engaged in the supervision of clinical experiences with the target population and with other students nationwide were asked to review and modify the questions.

The questions were designed as a Likert scale with five response options ranging from "Strongly Agree" to "Strongly Disagree" and another option for "Not Applicable." The assigned codes ranged from "0" for "Not Applicable", consecutively increasing to "5" for "Strongly Agree". Five of the 35 questions were negative items, and the codes were reversed with "5" assigned to "Strongly Disagree" descending to "1" for "Strongly Agree."

The final instrument had 35 questions distributed as depicted in Figure 4. (See Appendix A for the alignment of the individual questions). There were also five open ended questions concerning the clinical experiences after the 35 Likert items. These open ended questions were content analyzed for representation and validation of the three concepts. The beginning of the survey requested personal and demographic data. (See Appendix B for a copy of the final survey.)

Distribution of Questions



DATA SOURCE

All the students at one university which had enrolled in administrative clinical experiences in education over the preceding six terms were surveyed. These clinical experiences included practice in elementary and secondary principalships, supervision of instruction, central office administration, and higher education administration. Due to the small size of this population, a non-random census was used. In all, 74 students were sent surveys, and 40 students responded, a 54% response rate. This response rate was considered acceptable for the purposes of this survey.

RESULTS

Due to the census nature of this survey, a pilot study was not feasible. Reliability was checked using the forty respondents' answers. A Cronbach's alpha was computed for the total survey, the functional, the micropolitical, and the adult learning subscales. Table A shows the resulting reliability coefficients.

TABLE A

Reliability Results

	Cronbach's alpha	Explained Variance	n	# of items
Total				
Survey	.9290	86%	40	35
Functional				
Scale	.8900	79%	40	14
Micropolitical				
Scale	.8500	72%	40	12
Adult Learning				
Scale	.8300	69%	40	9

Cronbach's alpha is a measure of internal consistency. The results show the total survey explains around 86% of the variance.

That is, random error probably accounts for less than 14% of the variation in scores. The other three subscales also showed that most of the variance in scores was probably due to intentional responses rather than random error.

The small size of the population prevented a factor analysis. Usually around 300 to 400 subjects are required for a factor analysis (Mulaik, 1972). Instead, a correlation matrix of all the items, the total scores and the subscales' scores was reviewed. The results of this matrix are shown in Table B.

The results shown in Table B show a strong positive relationship between most of the questions on the functional and the micropolitical subscales. All of the reported coefficients in the chart are significant at $p < .05$. More than half of the micropolitical items showed a strong positive relation with the overall functional subscale total, as well as with the total on the 35 questions. All but four of the functional questions correlated in a strong positive manner with the overall micropolitical subscale total. All of the functional items showed a strong positive significant relationship with the total scores on the 35 items. These strong relationships reflect the findings of the internal consistency coefficients.

TABLE B
Significant* Correlations Between
Functional and Micropolitical Items

	Micropolitical Questions											Micro. Scale	Total
	#4	#5	#9	#10	#11	#15	#18	#24	#25	#28	#30	#33	
Functional Questions													
#1	.5822	...	...	.6642	...	...	.5484	.5467	...	.5994	.5140	.4638	.6045 .7092
#2	.5478	...	.3730	.4339	...	...	.6491	.6489	.3901	.6549	.3173	.5455	.5980 .7248
#6	.3565	...	.4645	...	...	...	.5160	.5694	...	.3253	...	.3916	.5664 .7179
#7	.3700	...	...	...	...	...	...	.6159	...	...	...	...	.3741 .5955
#13	.5451	...	...	.3929	...	...	.5029	.5240	...	.5863	.4143	.4559	.5769 .7466
#14	...	...	...	...	...	.3277	...	.4438	...	...	...	...	4204
#19	...	...	...	...	...	...	.3540	...	...	.3877	...	...	4585
#20	.4643	...	...	.5865	...	...	.4452	.6449	.3390	.6357	.3917	.5048	.5897 .8175
#22	...	.3221	...	...	.5392	...	...	...	...	...	...	...	4192
#26	.4750	...	...	...	...	...	.4868	.6310	...	.5249	.4390	.4283	.5340 .7491
#27	.3661	...	.4190	.3591	...	...	.4677	.5270	...	.5483	.3688	.4692	.4826 .6638
#29	...	...	.3254	...	...	...	.3966	.5178	...	...	...	...	5461
#31	.3730	...	...	...	...	...	.3218	.5948	...	.3120	...	.3246	.3809 .7043
#34	...	...	.3711	...	...	.4014	...	.6076	...	...	...	.4293	.4418 .5658
Functional Scale	.5259	...	.4625	.4488	...	...	.5972	.8058	...	.6396	.4315	.5319	.6869 .9650
Total	.6449	...	.5281	.5182	...	...	.6508	.8029	.4044	.7091	.5407	.6383	.7974 1.0

* $p < .05$

The content analysis of the open ended questions also confirmed the strong relationships among the three concepts used to develop the survey. The purpose of the open ended questions was to confirm the framework chosen for the scaled questions and to identify any other aspects of the clinical experience which might not have been evaluated in the survey from the students' perspectives.

Most of the responses confirmed the conceptual framework used for the questionnaire. Students tended to respond with functional answers when they were asked about the value of their experiences and when describing the purposes of administrative field practicums. Micropolitical comments were made as secondary responses to the questions about the value and the difficulty of the clinical experiences.

"I appreciated being a part of the administrative team for district level meetings. It was important to see how a superintendent manages to communicate his vision to the next layer of management. Issues were being debated and resolved during those meetings. I enjoyed observing the criteria that served as measurements for these debates. There was a healthy degree of candor that existed amongst the team at [name of district]." . . . elementary practicum student

Students expressed concerns about aspects of adult learning when asked what was difficult about the experience and when asked what advice they would give students who were about to enroll in a clinical experience. The majority of the students discussed problems with their lives as adults with multiple roles and responsibilities as interfering with their clinical experiences.

Functional and micropolitical concerns tied for second place among the number of comments generated by the questions concerning difficulty and advice to future students. These responses indicate the multiple concerns of an adult, the micropolitics of the situation, and the functional awareness of the student.

" . . . traveling the distance to the sites, this was a small price to pay for the experiences that I had.

At [name of district], I felt confusion when I was expected to write a grant application for a program I didn't understand. This was especially difficult since the business manager and teachers were reluctant to give accurate information. I did manage to finish this project, however, and learned many political lessons, in addition to having experience in writing a grant application." .
 . . . central office practicum student

Two additional aspects of clinical experiences were revealed in the responses; reflection on practice and the management of the experiences by the university. Reflective experiences were mentioned when students were asked about the value of the clinical experience, the purpose of clinical experiences, and in giving advice to future clinical students. Although the most common response to the question about the purpose of clinical experiences dealt with some aspect of the functions of administration, the secondary responses revealed a tie between learning about the micropolitics of an organization and providing opportunities to reflect on the theory and practice of administration.

"The purpose is analogous to the "whole language" approach to reading and writing. The students need to be immersed in the world of administration while given time and study opportunities to reflect on the practice going

on around him." . . . central office
practicum student

The management of the experiences was the most common response when students were asked how the clinical program could be improved. Although eight people felt their experiences were satisfactory and did not offer any recommendations for improvement, nearly all of the other respondents felt the university could do a better job of managing the experiences. Some felt the requirements were too vague. Others felt the requirements were not standardized for all students; yet, most students felt that the standards should not be identical given their variety of expertise and experiences as adults. Many of the students were concerned about the relationship between the university and the site institution. Some felt the relationship was not formal enough. Most felt the relationship was not designed to support the myriad demands on the students. Several students felt the university should do more to help them negotiate an experience, such as post lists of possible sites, and/or get them release time from their current positions. Another group of complaints were issued about the scarcity of consultation opportunities between the student, site administrator, and the supervising university professor. Some students felt the period of time was too short, and recommended that the time be extended to one year or two semesters. Other students recommended that the required time be shortened. Still other students were concerned about their finances during the time they were enrolled in an internship. There was little general consensus among the

students about modifying the process of experience management other than agreement that the management could be improved.

Much of the advice to future clinical students concerned how to juggle busy lives in order to participate optimally in a field experience. Most of this advice suggested that field experiences were essential to any career. To this end, students were evenly split on whether the best experience was in their current school or institution or in another site. Both sides cited benefits to the institution and the student as their defense. Here again, the opportunity for, and value of, reflection emerged as an additional perspective on the value of clinical experiences in these open-ended responses.

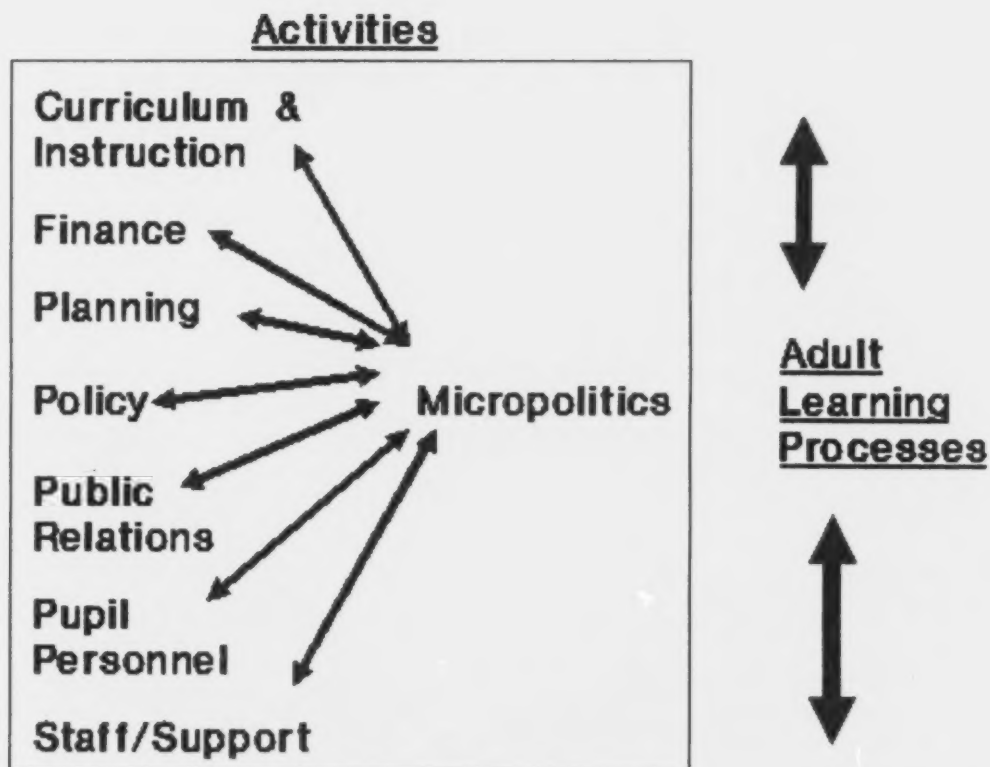
- "...1) take every opportunity to participate in as many activities as possible --- the rewards are tremendous
- 2) This is a valuable time span --- and if mistakes are made, no one will be blaming you. In the future, you can relive or revive the memories and apply your knowledge to a positive administrative experience.
- 3) How you project yourself, the activities you do --- will be favorable (hopefully) when asking your mentor for a recommendation." . . . supervisory practicum student

Discussion

The statistical and the content analyses confirmed the presence of the proposed three concepts in the survey of students' evaluations of their clinical experiences. The relationships among the concepts were expanded by the students' responses to the Likert scaled questions and to the open ended questions. Figure 5 depicts the new conceptual framework which unfolds from the analysis of the survey data.

Evaluating Clinical Experiences

A New Conceptual Schema



Unlike Figure 3, and the original description of the three frameworks, Figure 5 shows micropolitics as part of the activities of clinical experiences. Figure 3 and the accompanying narrative described micropolitics as a process related to clinical experiences. The students responded in a manner which indicated that micropolitics was an essential activity inherent to the other functions experienced in clinical practice. They further indicated that the processes with which they were concerned in the clinical experience were learning processes. In other words, the students' perceived the processes of the experiences as related to the adult learning principles rather than micropolitics.

In Figure 5, the concept of micropolitics is shown as linked to the functional aspects of the clinical experiences. This was seen in the results, both statistically and in the descriptions provided by the students. Clearly the micropolitical aspects of a situation can affect the performance of specific administrative functions. In fact, the micropolitical aspects of clinical experiences may explain the focus on function and the program bound nature of the traditional literature on clinical experiences. Due to micropolitics, clinical experiences are more idiosyncratic than a "generic" practice of specific administrative skills or competencies. Perhaps this unique aspect of clinical experiences is desirable. One disadvantage to placing students in "imitative" roles during a practicum experience is the stifling of creativity in solving the constantly developing and evolving problems of educational settings (Lonsdale & McCarty, 1963). Replicating

clinical experiences for every student in the same way is impossible, and given the relation between micropolitics and any functional task of administration, probably not desirable.

In contrast to the more tightly drawn linkages between functions and micropolitics, student responses concerning adult learning principles permeate and surround the tasks associated with clinical experiences. Students' responses to the open ended questions provided the most data and insight into the requirements of structuring the learning in clinical activities for adults. Students varied in their desires for management by the university and faculty concerning their experiences. The students were more consistent in describing clinical opportunities for reflective practice in almost the same terms as defined by Schon (1983; 1987). The comments about management of the experiences and the opportunities for reflection were not inconsistent with the principles of adult learning, especially concerning adults' needs for immediate application in their social roles.

This new conceptual model illustrates the relationships among three, heretofore, separate literature and concepts concerning clinical experiences. Micropolitics was demonstrated in this case to have both a statistical and conceptual relation to the traditional functional activities of clinical experiences. Adult learning principles were validated in the students' descriptions of opportunities for learning during their performance of the micropolitical and functional tasks. Clinical experience was shown to be more than on-the-job training in tasks. The tasks were shown

in the students' responses to be linked to both the micropolitical world of schools, and to their own education and development. The model was expanded by these results to a more holistic representation of the students' perceptions of the value of their clinical experiences.

CONCLUSIONS

The results of this conceptual study are limited by the typical problems with survey research. Students who chose to respond to the survey could have been influenced to respond contrary to their intent due to the construction of the survey. This level of error may be immeasurable, but the reliability results show that students' responses were fairly consistent. Students who did not respond to the survey may have had differing views than those who chose to respond. Non-responses are a typical limitation of survey research. Generalizing the results of this survey beyond the bounds of this limited population is not recommended; yet, as a case study, the results of this survey did help validate and expand the conceptual tools developed for the survey.

The three concepts of functional, micropolitical and adult learning aspects of administrative clinical experiences were validated by these results. The integral relation of these three concepts were expanded by the results.

The model produced by this activity may serve as a useful framework as reform of educational administration programs continues. This model may help students and professors develop

useful clinical experiences by recognizing the idiosyncracies of the micropolitics of their own educational settings. Learning experiences could then be structured with these idiosyncracies in mind.

The model should be tested further with practicing administrators, clinical and university faculty. Such testing could included surveys developed for those populations. Other research activities might include experimental programs and comparative studies with variations in any of the processes or activities to validate the potency of the model presented here. The idiosyncratic nature of context should be respected in conducting these comparative studies. Micropolitics was shown to have an integral place in a conceptual framework for the evaluation of clinical experiences.

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Appendix A
Alignment of Questions

Alignment of Questions

<u>Functional</u>	<u>Micropolitical</u>	<u>Adult Learning</u>
Question 1	Question 4	Question 3
Question 2	Question 5	Question 8
Question 6	Question 9	Question 12
Question 7	Question 10	Question 16
Question 13	Question 11	Question 17
Question 14	Question 15	Question 21
Question 19	Question 18	Question 22
Question 20	Question 24	Question 32
Question 23	Question 25	Question 35
Question 26	Question 28	
Question 27	Question 30	
Question 29	Question 33	
Question 31		
Question 34		

Appendix B
Final Survey Questionnaire

Database Information for Clinical Experiences, Practicums & Internships

Your responses to the following questions will help the Department of Administrative & Policy Studies monitor and improve the field-based experiences offered to its students for degrees and certification, as well as indicate your consent to participate. Please answer the questions as accurately as possible.

I. IDENTIFICATION INFORMATION

Name: _____
Social Security #: _____ Home Phone: (_____) _____
Home Address: _____
[Optional] Date of Birth _____ Race _____ Gender _____

II: PLACEMENT INFORMATION

Job Title: _____ Institution: _____
Address: _____

Work Phone: (_____) _____

Professional Certificates Presently Held: [If other than specify state.]

Would you be interested in being a field mentor/supervisor for a student? ____ Yes ____ No

Your Immediate Superior's Name & Title *: _____ Immediate Superior's Phone*: _____

(_____) _____

[* Information about your immediate superior will be used to help identify future sites for field experiences.]

III: PROGRAM INFORMATION:

[Please check the appropriate blanks.]

- | | |
|--|------------------------|
| ____ 1. Non-Degree & Certification | ____ 2. Degree Program |
| ____ 1.1 Supervision | ____ 2.1 M.A. |
| ____ 1.2 Elementary Principal | ____ 2.2 M.Ed. |
| ____ 1.3 Secondary Principal | ____ 2.3 Ed.D. |
| ____ 1.4 Letter of Eligibility | ____ 2.4 Ph.D. |
| ____ Not applicable | ____ Not applicable |
| ____ 3. Doctorate Specialization | |
| ____ 3.1 Administrative Studies Basic Education | |
| ____ 3.2 Administrative Studies Higher Education | |
| ____ 3.3 Policy, Planning, & Evaluation | |
| ____ 3.4 Social & Comparative Analysis | |
| ____ Not Applicable | |

IV. PROGRAM PROGRESS INFORMATION:

Date of First Course: _____

Field Experience(s):
Date(s)

Type(s)*

* Types = Elementary or Secondary
Principal; Central Office;
Higher Education; or
Supervisory Internship/Practicums

Date of Anticipated Completion of Program: _____

V. FIELD PLACEMENT LOCATION INFORMATION:

[Use back of sheet if reporting more than one experience.]

Title or Position of Field Experience: _____

Paid position? _____ Amount of pay? _____

Institution of Experience: _____

Address of Institution: _____

_____ Phone: (_____) _____

Field Mentor's Name: _____

Field Mentor's Title: _____ Field Mentor's Phone: (_____) _____

VI: FIELD PLACEMENT ACCESS INFORMATION:

[Please check appropriate blank.]

1. Field site was recommended to me by a member of the
faculty. _____ Yes _____ No

2. I identified the field site and made arrangements for my clinical experience. _____ Yes _____ No

3. I have had more than one clinical experience. _____ Yes _____ No

[If the answer to #3 is yes, please describe how arrangements
were made for each of the experiences in the space below.]

VII: FIELD EXPERIENCE EVALUATION

Please check the box which represents your feelings about your field experience.

During my field experience, . . .	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Not Applicable
1. I developed educational leadership skills.						
2. I had exposure to the development of a budget.						
3. I did not feel there was much flexibility in the experience for my particular situation.						
4. I never had occasion to observe any disagreements among the staff.						
5. I observed how little power an administrator has in some conflict situations.						
6. I participated in the process of policy development.						
7. I had no opportunity to participate in the development of a school/institutional improvement plan.						
8. and since, I have learned to appreciate the activities I was involved in as relevant to the position I now hold.						

During my field experience, . . .	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Not Applicable
9. I observed no conflict between the community and the school/institution.						
10. I saw adequate procedures to handle any problems.						
11. I observed a well-run educational institution.						
12. I felt that the Pitt faculty member supervising my experience recognized my individual skills and needs.						
13. I learned about public relations.						
14. I enforced student discipline.						
15. I was impressed with how professionally the staff functioned with one another.						
16. I found little which would be applicable to my current job.						
17. I found a wealth of collegial support.						
18. I had a chance to watch how coalitions are formed around an issue.						
19. I used databases for planning.						

During my field experience, ...	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Not Applicable
20. I was involved in the decision-making process.						
21. I felt my previous experiences and abilities were utilized appropriately.						
22. I felt I was just meeting a requirement to get my certification/degree.						
23. I had little opportunity to work on curriculum development.						
24. I was able to participate in activities which helped resolve conflict.						
25. I felt the field institution was not very political.						
26. I participated in planning, implementation or evaluation of staff development programs.						
27. I learned a lot about the business management and financing of education.						
28. I was able to learn how to develop strategies to get people working together.						
29. I helped with student support services such as handling drug or alcohol abuse, or other student needs.						

During my field experience, . . .	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Not Applicable
30. I was able to develop skills in group dynamics to facilitate meetings.						
31. I observed teachers.						
32. I was able to tailor my activities to fit my own career development needs.						
33. I learned how to implement problem solving activities among staff.						
34. I sat in on conferences between teachers and parents.						
35. I felt that the field supervisor/mentor recognized my individual skills and needs.						



1. Please describe the most important activity in which you were involved in your clinical experience.

2. What was the most difficult aspect of your field experience?

3. What recommendations would you make to improve clinical experiences in the future?

4. In your own words, please describe the purpose of a clinical experience for students of administration.

5. Now that you have been involved in a field experience, what advice would you give other students who are planning to enroll in a field experience?

**Thank
You!**